

Grade 3

FCAT 2.0 Reading

Sample Questions

Student Name

The intent of these booklets is to orient teachers and students to the types of questions on FCAT 2.0 tests. By using these materials, students will become familiar with the types of items and response formats that they will see on the actual test. The sample questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. Additional information about test items can be found in the *FCAT Test Item Specifications* at: <http://fcat.fldoe.org/fcatis01.asp>.

Although work was under way to either revise current standards or adopt the K–12 Common Core curriculum standards, no decisions were made at the time FCAT 2.0 Reading tests and sample questions and answers were developed. For this reason, the 2011 FCAT 2.0 Reading tests and sample questions and answers are based on the 2007 Next Generation Sunshine State Standards.

Directions for Answering the Reading Sample Questions

The questions in this booklet are called multiple-choice questions. **A multiple-choice question is followed by several answer choices.** Read all the answer choices under each question and decide which answer is correct. You will fill in the bubble next to the answer choice you think is correct for each multiple-choice question. You will mark your answers in this book. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample questions.

The sample questions for students and the sample answers for teachers will only be available online at: <http://fcat.fldoe.org/fcatsmpl.asp>.



Read the story “Swim, Baby, Swim!” before answering Numbers 1 through 18.

Swim, Baby, Swim!

By Mary Leister



One summer morning, a young blackbird clung to a cattail stem near his nest. His mother had woven the nest from fresh grasses, but it was now brown and dry. It hung crookedly in a clump of cattails on the edge of a farm pond.

The little brown bird held tightly to a stem and flapped his wings. On a nearby cattail, his father's yellow head glowed in the sun. Both parents clucked nervously as they watched their last baby learn to fly.

The little bird blinked his dark eyes and looked around. He saw a world of green plants and sparkling water. He fluffed up his feathers. Then he flapped his wings again and gave a little push with his feet against the cattail stem.

All of a sudden, something really special happened—off he went flying through the air!

He wobbled as he flew across the edge of the farm pond and looked for a place to land. His toes grabbed a long thin willow branch that hung out over the water. But the branch sagged under his weight. He slipped off the end of it and plopped down into the pond!

Now the little bird's parents hopped around the cattails and called to their baby. But there was nothing they could do to help him.

Then something special happened again. The little bird began to swim! He dipped his wing tips low into the water. When he pushed back



with all his might—just as though he were flying—he moved the tiniest bit toward shore.

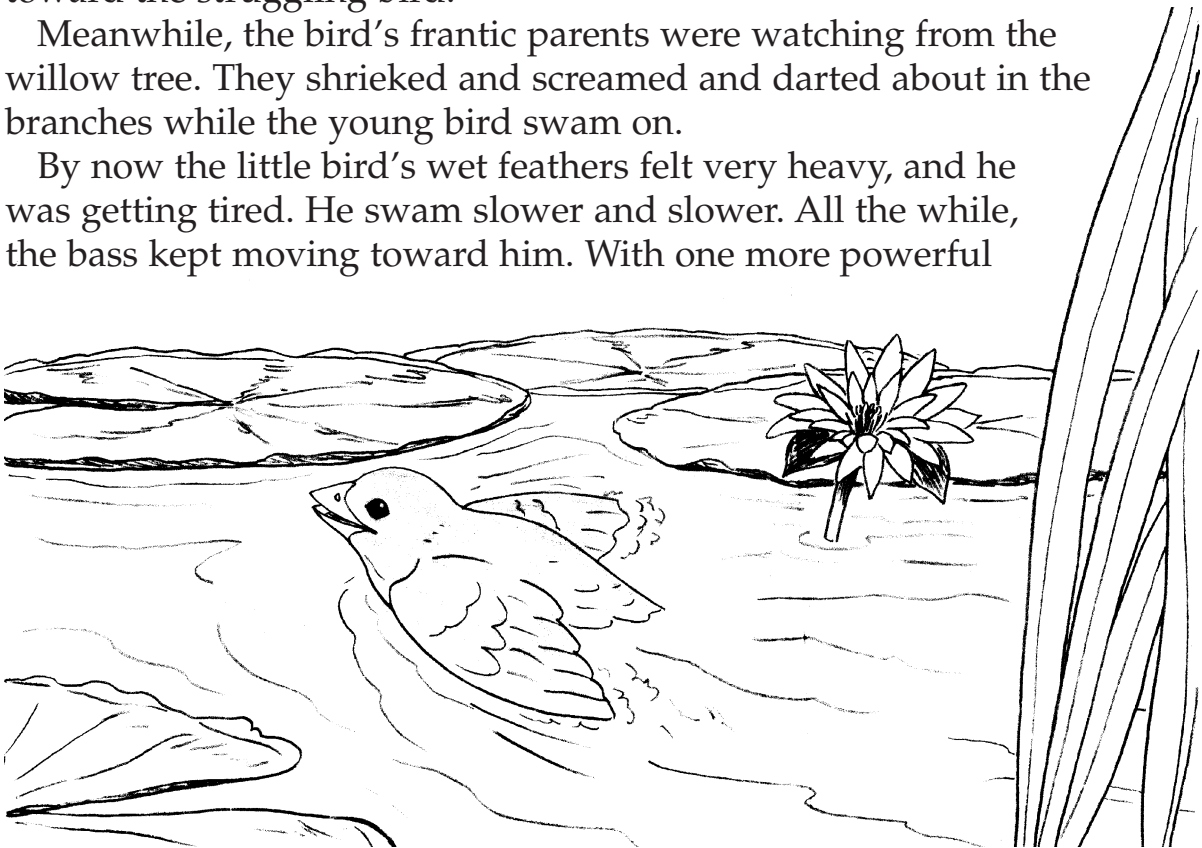
As the young bird splashed his wings in the water, bright sparkling droplets showered on his head. The drops spilled over his back and soaked his last dry feathers.

The pond looked calm and quiet. But the baby blackbird wasn't the only animal in the water. And some of the creatures—big fish, bullfrogs, and snapping turtles—would eat little birds whenever they had the chance.

As the little bird struggled along toward shore, a female bass noticed the ripples he was making. Then the big fish saw tiny feet and wet, feathery wing tips coming toward her. She started to drift upward toward the struggling bird.

Meanwhile, the bird's frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on.

By now the little bird's wet feathers felt very heavy, and he was getting tired. He swam slower and slower. All the while, the bass kept moving toward him. With one more powerful





swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!

But just as the bass was about to lunge for the bird, an otter came streaking through the water. The fish zipped away from the hungry otter and went to find cover in the weeds. Off went the otter to search for the bass. So the little bird was safe from the fish!

With a last push of his wing tips, the young blackbird reached the edge of the pond. He flapped out of the water and crawled up on shore. There he dropped onto the damp clay soil in a wet heap of feathers.

Now his parents circled wildly above him, squawking and shrieking. With luck, their noise would frighten away any enemies.

As the young bird lay there, the rays of the summer sun warmed and dried him. He stood up and began to fluff out his feathers and straighten them with his beak.

Then he stretched his wings and gave a little push with his feet against the damp clay of the shore. Off he flew into a clump of cattails growing on the other side of the pond.

For the rest of that day the little bird rested in the shelter of the cattails. Meanwhile his parents still clamored and fussed. But now they also brought him all the insects he could eat.

The next morning, the young bird flew away from the pond and headed for a marsh. There were plenty of dangers in the marsh, as he would soon discover. But for this day, at least, he would stay away from the pond.

“Swim, Baby, Swim!” by Mary Leister. Reprinted from the May 1990 issue of *Ranger Rick* magazine, with the permission of the publisher, the National Wildlife Federation. Copyright 1990 by the National Wildlife Federation.



Now answer Numbers 1 through 18. Base your answers on the story “Swim, Baby, Swim!”

- 1 Read these sentences from the story.

With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!

But just as the bass was about to lunge for the bird, an otter came streaking through the water.

What is the meaning of the word *lunge* as used in the sentences above?

- Ⓐ to dive down and swim under him
- Ⓑ to move quickly forward and grab him
- Ⓒ to jump out of the pond and splash him
- Ⓓ to turn around and swim away from him

- 2 Read this sentence from the story.

The little brown bird held tightly to a stem and flapped his wings.

If *tight* means “firm,” what does *tightly* mean?

- Ⓕ to make firm
- Ⓖ able to be firm
- Ⓗ one who is firm
- Ⓘ in a way that is firm



- 3 Read this sentence from the story.

Now his parents circled wildly above him, squawking and shrieking.

Which word has the OPPOSITE meaning of the word *wildly*?

- Ⓐ bravely
- Ⓑ calmly
- Ⓒ faithfully
- Ⓓ merrily

- 4 What is the MOST LIKELY reason the author wrote the story “Swim, Baby, Swim!”?

- Ⓕ to show how pond animals live
- Ⓖ to tell about a bird learning to fly
- Ⓗ to explain why fish hunt young birds
- Ⓘ to describe how animals raise their babies

- 5 What is the MOST important lesson the young bird learns in this story?

- Ⓐ Stay close to your nest.
- Ⓑ Be careful where you land.
- Ⓒ Swimming is easier than flying.
- Ⓓ The marsh is safer than the pond.



- 6 At the end of the story, where does the young bird finally feel safe?
- Ⓕ on the shore
 - Ⓖ in the cattails
 - Ⓗ in the farm pond
 - Ⓘ on a willow branch
- 7 What happens AFTER the baby bird falls into the pond but BEFORE he is noticed by the bass?
- Ⓐ He learns to swim.
 - Ⓑ He reaches the shore.
 - Ⓒ He is saved by an otter.
 - Ⓓ He is fed by his parents.
- 8 Why does the little bird fall in the pond?
- Ⓕ He slips off a thin branch.
 - Ⓖ He is learning how to swim.
 - Ⓗ His wings get tired from flying.
 - Ⓘ His wing tips dip too low in the water.



- 9 How do the parents change from BEFORE the baby bird falls into the pond to AFTER he lands on the shore?
- (A) First they are calm; then they are anxious.
 - (B) First they are peaceful; then they are restless.
 - (C) First they are protective; then they are relaxed.
 - (D) First they are nervous; then they are frightened.

- 10 What is the young bird's MAIN problem in the story?
- (F) finding the marsh
 - (G) drying his feathers
 - (H) getting out of the pond
 - (I) escaping from the otter

- 11 Read these sentences from the story.

Meanwhile, the bird's frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on.

What mood does the author create by writing that the bird's parents *shrieked and screamed*?

- (A) gloomy
- (B) joyful
- (C) proud
- (D) scary



- 12** Which sentence from the story BEST describes what is happening in the illustration on the first page of the story?
- Ⓕ He fluffed up his feathers.
 - Ⓖ He dipped his wing tips low into the water.
 - Ⓗ The little bird blinked his dark eyes and looked around.
 - Ⓘ The little brown bird held tightly to a stem and flapped his wings.
- 13** What is the purpose of the illustration on the second page of the story?
- Ⓐ to show why the baby bird slips
 - Ⓑ to show who helps the baby bird
 - Ⓒ to show how the baby bird escapes the bass
 - Ⓓ to show how the baby bird reaches the shore
- 14** What is the theme of the story?
- Ⓕ Stay close to your home.
 - Ⓖ Learn from your experiences.
 - Ⓗ Keep away from your enemies.
 - Ⓘ Listen carefully to your parents.



- 15 Read this sentence from the story.

Now the little bird's parents hopped around the cattails and called to their baby.

Which sentence below uses the word *called* the same way it is used in the sentence above?

- Ⓐ The teacher called my name twice.
 - Ⓑ Susan called me on the phone to talk.
 - Ⓒ My coach called the plays to the team.
 - Ⓓ The new puppy was called Spot by the children.
- 16 How are the otter and the bass ALIKE?
- Ⓕ They look for food.
 - Ⓖ They chase the little bird.
 - Ⓗ They try to warn the little bird.
 - Ⓘ They swim slowly in the pond.

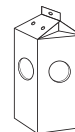


- 17 Read the following sentences from the story.

Now the little bird's parents hopped around the cattails and called to their baby. But there was nothing they could do to help him.

How is the author comparing the little bird's parents to human parents?

- Ⓐ like humans feeding their children
 - Ⓑ like humans warning their children
 - Ⓒ like humans teaching their children
 - Ⓓ like humans comforting their children
- 18 Why do the young bird's parents call and scream AFTER he makes it to the shore?
- Ⓕ They are telling their son to fly to the marsh.
 - Ⓖ They are trying to frighten away other animals.
 - Ⓗ They are thanking the otter for chasing the fish.
 - Ⓘ They are yelling at their son for falling in the pond.



Read the flier “The Better Birdhouse!” before answering Numbers 19 through 22.

The Better Birdhouse!

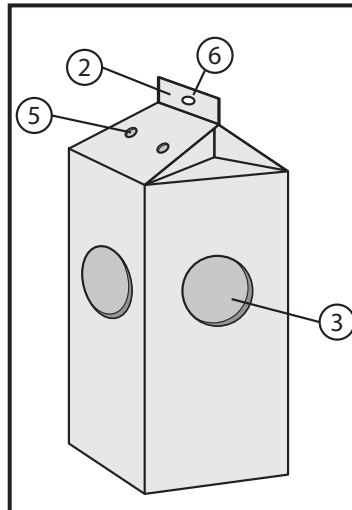
Bird watching is a fun hobby. More people are enjoying it every day. You, too, can enjoy the gentle cooing of a mourning dove. You can watch the blue flash of a hummingbird wing as the little bird sips from a flower nearby. Bird watching does not have to take a lot of time or money. Using materials you can find around your house, you can build a good birdhouse. You can begin an enjoyable adventure in bird watching in 30 minutes, in your very own backyard. With these directions, it is easy!

Materials you will need

- Milk carton, quart or half-gallon size (empty)
- Glue
- Scissors
- Brown paint (acrylic)
- Paint supplies
- Twine, string, or a shoelace
- Twigs, grass, or moss

What kind of birds will you see?

Some of this will depend on where you live. You can look up state birds online or at your local library. Make the holes in your milk carton the right size for the birds you hope to attract. You can also set out the food that they like best! You can likely expect some species of swallows, sparrows, warblers, finches, and starlings.



TO BUILD A BETTER BIRDHOUSE

1. Clean and dry the milk carton completely.
2. Glue the top of the milk carton shut. (Stapling works too.)
3. Cut holes into the milk carton for the birds to get into the birdhouse. The size you use will determine which birds use the house. An adult will need to get the holes started with your scissors. This is for safety reasons. You can make one hole per side, or two. A good place to put them is about four inches from the bottom.
4. Paint your milk carton brown. You will want to dab the paint on thickly. (Tip: If you have trouble getting the paint to stick, cover the whole carton with masking tape first, and then paint.) The brown will blend into the trees.
5. Poke several holes in the bottom of the carton to let out any waste. Add at least two small holes in the top of the carton. The top holes are to let in fresh air. Do this AFTER painting, or the paint could fill in your holes!
6. Poke a hole through the very top of the carton. Loop a string through it. The string is how it will hang from a tree.
7. Glue twigs and grass or moss along the top of the birdhouse or all over, if you want. This makes it look even more natural.
8. Hang the carton from a tree that is visible from a window of your house. Now you can watch your birds in any weather!

Check it out!

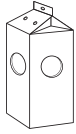
This birdhouse uses recycled materials:

- ✓ It benefits the Earth!
- ✓ It is cheap to build!
- ✓ It is still good for the birds!

EVERYONE
WINS!

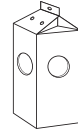
A good site to use
for beginning tips:
www.birding.com

“The Better Birdhouse!” property of the Florida Department of Education.



Now answer Numbers 19 through 22. Base your answers on the flier “The Better Birdhouse!”

- 19 Why are there lines and numbers on the picture of the birdhouse?
- Ⓐ to tell what kinds of birds will use the birdhouse
 - Ⓑ to label the most important parts of the birdhouse
 - Ⓒ to mark some of the steps of building a birdhouse
 - Ⓓ to count the materials needed to make a birdhouse
- 20 Based on the flier, what is the purpose for the twigs, grass, and moss listed in the *Materials you will need* section?
- Ⓕ to make the birdhouse stronger
 - Ⓖ to make the birdhouse look larger
 - Ⓗ to make the birdhouse more beautiful
 - Ⓘ to make the birdhouse look more natural



- 21 How does the author MOSTLY explain how to build a birdhouse?
- Ⓐ by solving safety problems
 - Ⓑ by identifying natural materials
 - Ⓒ by providing detailed directions
 - Ⓓ by comparing different types of birds
- 22 With which statement would the author MOST LIKELY agree?
- Ⓕ Building a birdhouse can be very expensive.
 - Ⓖ Bird watching should be done in a forest or park.
 - Ⓗ If people would try bird watching, they would like it.
 - Ⓘ If children want to build birdhouses, they can do it alone.



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Grade 3

FCAT 2.0 Reading

Sample Answers

This booklet contains the answers to the FCAT 2.0 Reading sample questions, as well as explanations for the answers. It also gives the Next Generation Sunshine State Standards (NGSSS) benchmark assessed by each item. Although work was under way to either revise current standards or adopt the K–12 Common Core curriculum standards, no decisions were made at the time FCAT 2.0 tests and sample questions and answers were developed. For this reason, the 2011 FCAT 2.0 tests and sample questions and answers were based on the 2007 NGSSS. The benchmarks included in this booklet provide teachers with additional information. For more information, follow this link to the Florida NGSSS website:
<http://www.floridastandards.org/index.aspx>.

Multiple-choice items in FCAT 2.0 Reading tests are scored by awarding one point for each correct answer.

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Story: “Swim, Baby, Swim!”

“Swim, Baby, Swim!” by Mary Leister. Reprinted from the May 1990 issue of *Ranger Rick* magazine, with the permission of the publisher, the National Wildlife Federation. Copyright 1990 by the National Wildlife Federation.

1 The correct answer is B (to move quickly forward and grab him).

Type of Text: Literary

Benchmark: LA.3.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is B. The story provides the actions of the fish through the support of context clues, *With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers . . .*, to indicate that *lunge* means to move quickly forward.

2 The correct answer is I (in a way that is firm).

Type of Text: Literary

Benchmark: LA.3.1.6.7 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.

The correct answer is I. The suffix *-ly*, which means “how” or “how often,” “in what manner or way,” or “to what extent, amount, or degree” combined with the word *tight* should clue students that the word’s meaning explains that the young bird holds on to the stem in a way that is firm.

3 The correct answer is B (calmly).

Type of Text: Literary

Benchmark: LA.3.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

The correct answer is B. The words *squawking* and *shrieking* indicate that the meaning of the word *wildly* is “frantically” and the opposite of that is *calmly*.

4 The correct answer is G (to tell about a bird learning to fly).

Type of Text: Literary

Benchmark: LA.3.1.7.2 The student will identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text.

The correct answer is G. The author’s purpose is to tell a story about a young bird’s experiences and struggles that occur when he is learning to fly.

5 The correct answer is B (Be careful where you land).

Type of Text: Literary

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is B. The story focuses on what happens when the young bird lands in an unsafe location and the lesson he learns.

6 The correct answer is G (in the cattails).

Type of Text: Literary

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is G. The author explains that after the young bird crawls up on the shore, his parents circle wildly above him hoping their noise will frighten his enemies. It isn't until the young bird is in the cattails that he feels safe, is able to rest, and his parents feed him.

7 The correct answer is A (He learns to swim).

Type of Text: Literary

Benchmark: LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

The correct answer is A. The story states that after the baby bird falls into the pond, *Then something special happened again. The little bird began to swim!* The story then states, as the little bird struggles, the big fish sees tiny feet.

8 The correct answer is F (He slips off a thin branch).

Type of Text: Literary

Benchmark: LA.3.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is F. According to the story, the little bird slips and falls into the pond because . . . *the branch sagged under his weight.*

- 9** The correct answer is D (First they are nervous; then they are frightened).

Type of Text: Literary

Benchmark: LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.

The correct answer is D. The author compares the change in behavior of the parents by first stating, *Both parents clucked nervously as they watched their last baby learn to fly*, and after the baby bird crawls on shore, they . . . *circled wildly above him, squawking and shrieking . . . frighten away any enemies*.

- 10** The correct answer is H (getting out of the pond).

Type of Text: Literary

Benchmark: LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.

The correct answer is H. The main problem is that the young bird falls into the pond and he isn't the only animal in the water. The author states, . . . *the bass kept moving toward him . . . the wet blackbird would be hers*. The young bird has to get out of the pond in order to be safe from the bass.

11 The correct answer is D (scary).

Type of Text: Literary

Benchmark: LA.3.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.

The correct answer is D. The words from the excerpted text describing the *frantic* parents' actions clue the student to the mood created by the author as *scary*.

12 The correct answer is I (The little brown bird held tightly to a stem and flapped his wings).

Type of Text: Literary

Benchmark: LA.3.2.2.1 The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

The correct answer is I. The illustration shows the little bird holding on to a stem with his wings outstretched.

- 13** The correct answer is D (to show how the baby bird reaches the shore).

Type of Text: Literary

Benchmark: LA.3.2.2.1 The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

The correct answer is D. The illustration shows the baby bird swimming. The baby bird swims in order to reach the shore.

- 14** The correct answer is G (Learn from your experiences).

Type of Text: Literary

Benchmark: LA.3.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.

The correct answer is G. The story ends with the following sentences: *There were plenty of dangers in the marsh, as he would soon discover. But for this day, at least, he would stay away from the pond.* These sentences indicate that the young bird realizes the dangers of the pond and will continue to learn about keeping safe.

- 15** The correct answer is A (The teacher called my name twice).

Type of Text: Literary

Benchmark: LA.3.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

The correct answer is A. The context for the word *called* suggests a summoning on the part of the little bird's parents and the teacher.

- 16** The correct answer is F (They look for food).

Type of Text: Literary

Benchmark: LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.

The correct answer is F. The otter chases the bass to eat her, and the bass moves toward the little bird to eat him.

- 17** The correct answer is B (like humans warning their children).

Type of Text: Literary

Benchmark: LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.

The correct answer is B. The little bird's parents *hopped* and *called* to encourage him to fly. The reader can infer that the actions of the little bird's parents can be compared to human parents warning their children of danger by shouting or calling to them.

- 18** The correct answer is G (They are trying to frighten away other animals).

Type of Text: Literary

Benchmark: LA.3.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is G. The story states that after the young bird crawls up on the shore, his parents continue to try to protect him: *With luck, their noise would frighten away any enemies.*

Flier: “The Better Birdhouse!”

“The Better Birdhouse!” property of the Florida Department of Education.

- 19** The correct answer is C (to mark some of the steps of building a birdhouse).

Type of Text: Informational

Benchmark: LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

The correct answer is C. The lines and numbers are used to match and clarify the steps in the section *TO BUILD A BETTER BIRDHOUSE*.

- 20** The correct answer is I (to make the birdhouse look more natural).

Type of Text: Informational

Benchmark: LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

The correct answer is I. Based on information found in the flier, the listing of twigs, grass, and moss in the *Materials you will need* section helps builders make the birdhouse *look even more natural*. The reader learns how to use these materials in step 7 of the section *TO BUILD A BETTER BIRDHOUSE*.

- 21** The correct answer is C (by providing detailed directions).

Type of Text: Informational

Benchmark: LA.3.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.

The correct answer is C. The author organizes the page in sections with step-by-step, detailed directions.

- 22** The correct answer is H (If people would try bird watching, they would like it).

Type of Text: Informational

Benchmark: LA.3.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text.

The correct answer is H. In the first box, the author describes bird watching as a fun hobby and an adventure that people enjoy.

Notes



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Grade 5

FCAT 2.0 Reading

Sample Questions

The intent of these booklets is to orient teachers and students to the types of questions on FCAT 2.0 tests. By using these materials, students will become familiar with the types of items and response formats that they will see on the actual test. The sample questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. Additional information about test items can be found in the *FCAT Test Item Specifications* at: <http://fcat.fldoe.org/fcatis01.asp>.

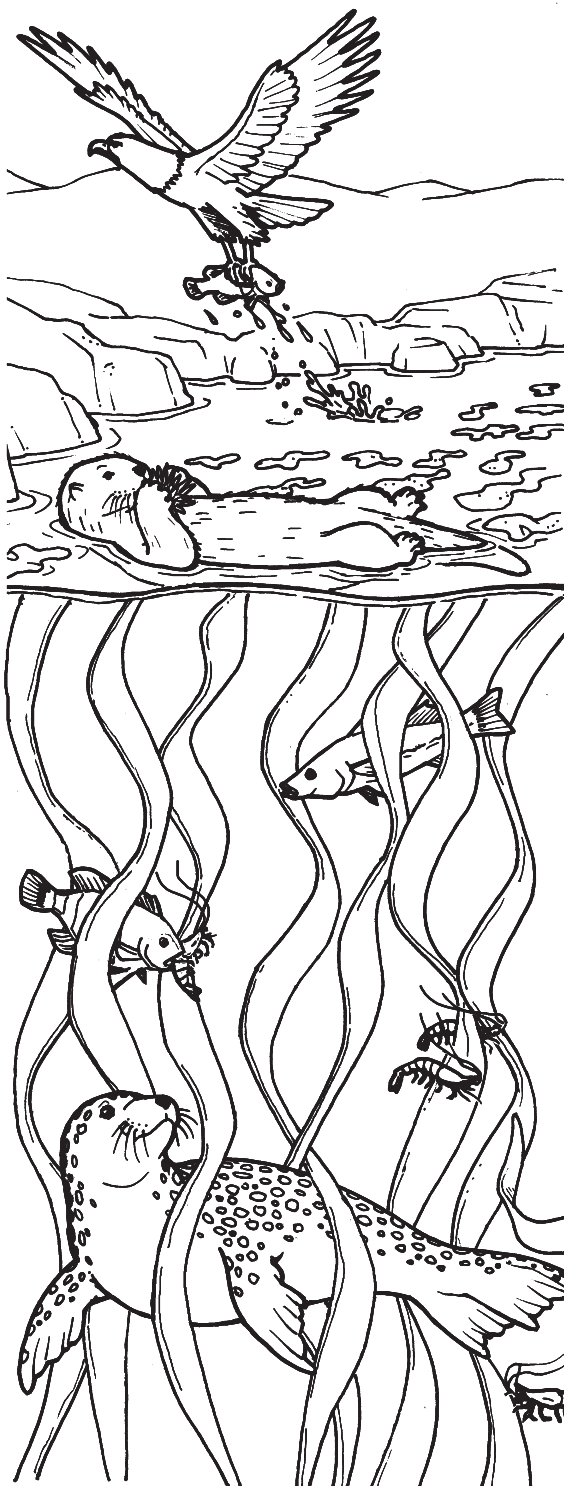
Although work was under way to either revise current standards or adopt the K–12 Common Core curriculum standards, no decisions were made at the time FCAT 2.0 Reading tests and sample questions and answers were developed. For this reason, the 2011 FCAT 2.0 Reading tests and sample questions and answers are based on the 2007 Next Generation Sunshine State Standards.

Directions for Answering the Reading Sample Questions

Mark your answers on the Sample Answer Sheet located on page 14. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample questions.

The sample questions for students and the sample answers for teachers will only be available online at: <http://fcat.fldoe.org/fcatsmpl.asp>.

Read the article “What Is an Ecosystem?” before answering Numbers 1 through 15.



What Is an Ecosystem?

by Susan Quinlan

Plants help animals by making food from sunlight, air, water, and soil minerals. Different animals help plants by carrying their pollen or seeds, or by enriching the soil with their droppings. All the plants, animals, and other living things in one place interact with one another in many ways. They fit together like the pieces of a three-dimensional puzzle. Scientists call this puzzle an *ecosystem*. An ecosystem includes a place, all the living things in it, and all the connections among them.

Because there are so many connections in an ecosystem, it can be hard to figure out exactly how it works. Scientists were puzzled, for example, by the underwater ecosystems around two Aleutian islands that lie near each other. Amchitka and Shemya Islands are surrounded by rocky ocean floor and clear water of the same temperature and saltiness. Since the places are nearly identical, one would expect to find similar life there. Instead, the two islands have very different ecosystems.

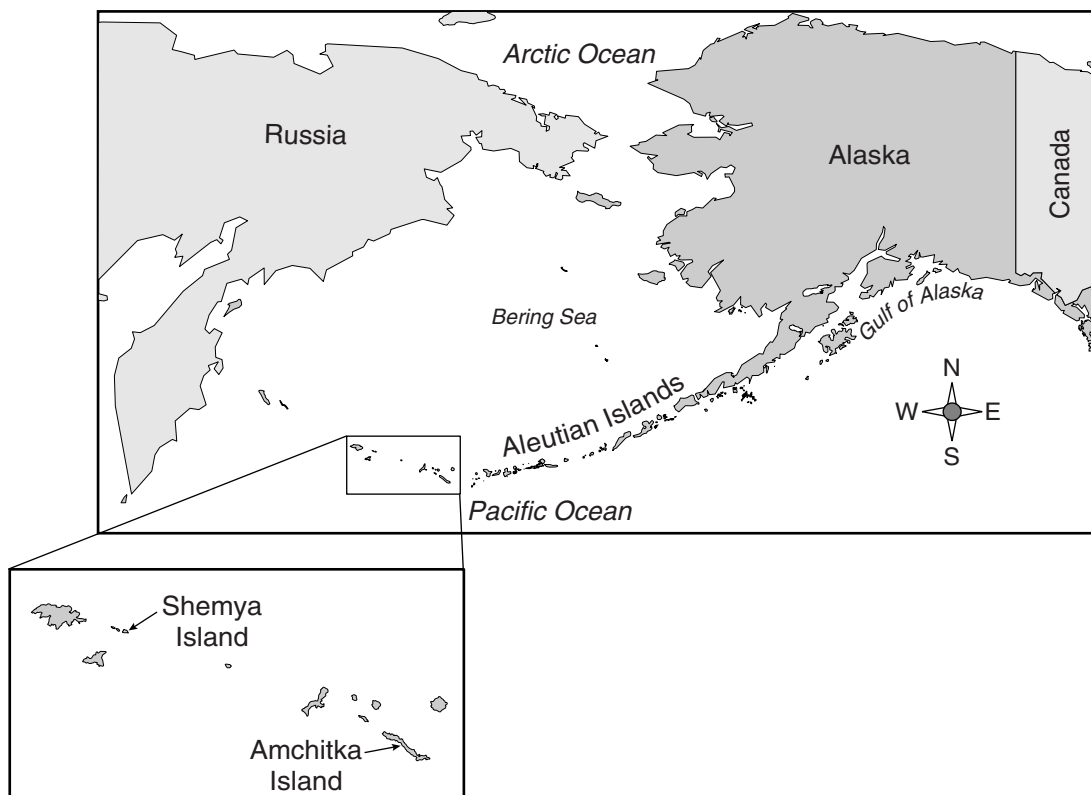
The ecosystem around Amchitka Island has dense underwater forests of giant kelp (a plant-like organism that lives in the ocean). It has a large population of shrimp-like animals and fish, thousands of sea otters, bald eagles, and lots of seals. In contrast, Shemya Island has no sea otters, few seals, and no bald eagles. Underwater, there is almost no giant kelp, few shrimp-like animals, and few fish. Instead, the rocky ocean floor is carpeted with bottom-dwelling, hard-shelled animals, such as sea urchins, barnacles, and blue mussels.

Why are the ecosystems around these islands so different? The scientists discovered that all the differences arose because Shemya lacked a *single* animal species—the sea otter. Sea otters disappeared from the islands in the late 1800s when hunters killed them for their thick, soft fur. Fortunately, a few sea otters

survived. After decades of protection, they finally returned to Amchitka. But they had not yet reached Shemya when the scientists were there.

The scientists discovered that the sea otters triggered a series of ecosystem changes. These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.

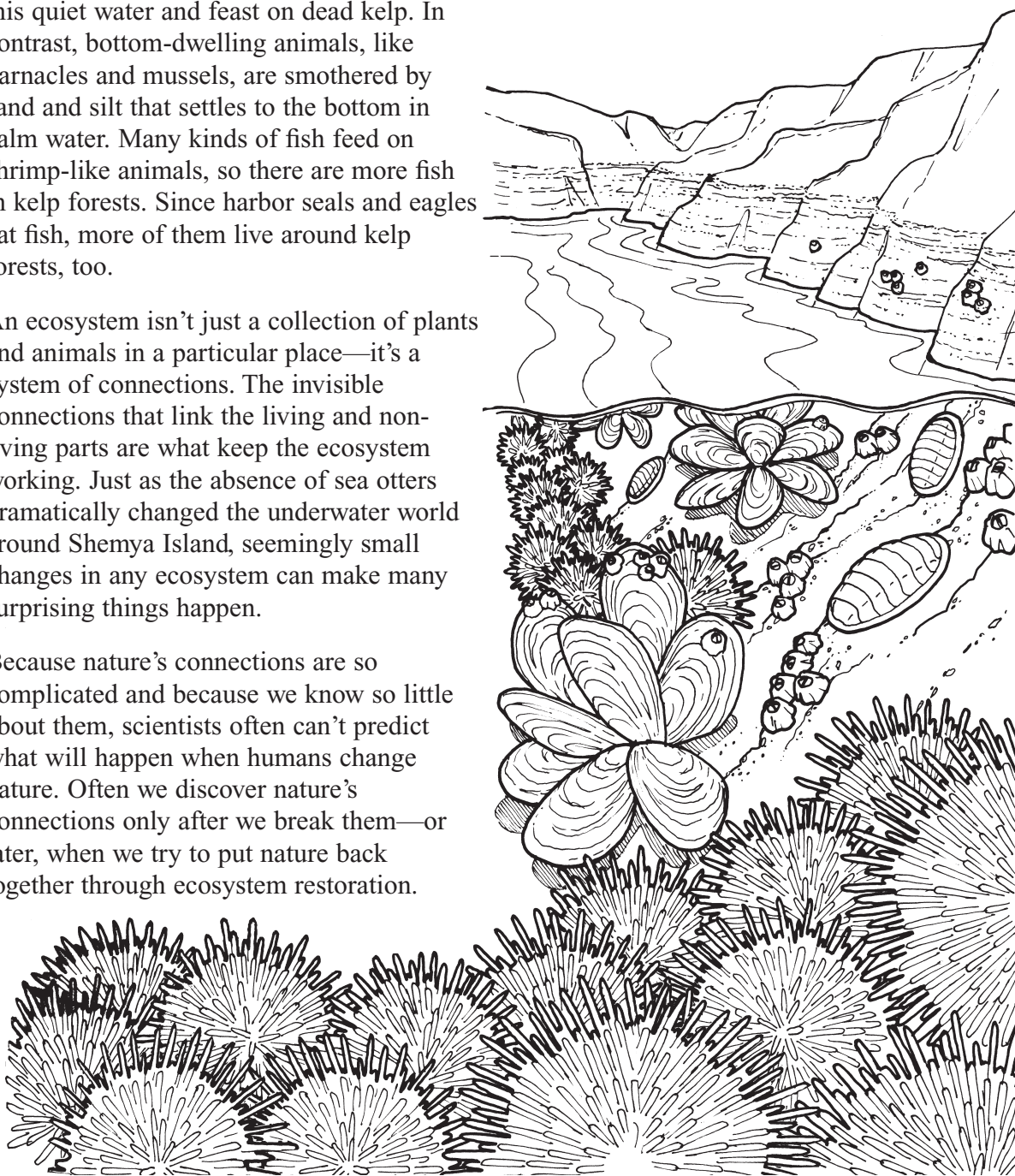
On Shemya, however, where there are no sea otters, the ocean floor is patrolled by hordes of sea urchins. Sea urchins eat giant kelp. They also gnaw through the anchoring base of the kelp. Without an anchor to the ocean bottom, the kelp soon washes ashore and dies. So giant kelp can't survive in places like Shemya.



On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives. A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp. In contrast, bottom-dwelling animals, like barnacles and mussels, are smothered by sand and silt that settles to the bottom in calm water. Many kinds of fish feed on shrimp-like animals, so there are more fish in kelp forests. Since harbor seals and eagles eat fish, more of them live around kelp forests, too.

An ecosystem isn't just a collection of plants and animals in a particular place—it's a system of connections. The invisible connections that link the living and non-living parts are what keep the ecosystem working. Just as the absence of sea otters dramatically changed the underwater world around Shemya Island, seemingly small changes in any ecosystem can make many surprising things happen.

Because nature's connections are so complicated and because we know so little about them, scientists often can't predict what will happen when humans change nature. Often we discover nature's connections only after we break them—or later, when we try to put nature back together through ecosystem restoration.



"What Is an Ecosystem?" by Susan Quinlan, from *Muse*, January/February 1998. Text copyright © 1998 by Susan Quinlan. Reprinted by permission of the author.

Now answer Numbers 1 through 15 on your Sample Answer Sheet on page 14. Base your answers on the article “What Is an Ecosystem?”

- 1 Read these sentences from the article.

These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.

What is the meaning of the word *venture* as used in the sentences above?

- A. to swim lazily
- B. to float noisily
- C. to enter with risk
- D. to continue with energy

- 2 Read these sentences from the article.

A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp.

What does the word *flourish* mean as used in the sentences above?

- F. grow well
- G. seek warmth
- H. become silent
- I. avoid enemies

- 3 Read this sentence from the article.

Often we discover nature’s connections only after we break them—or later, when we try to put nature back together through ecosystem restoration.

What is the meaning of *restoration* as used in the sentence above?

- A. the act of repairing
- B. the process of storing
- C. protection of delicate species
- D. observation of the environment

- 4 Which pair of words from the article are most OPPOSITE in meaning?

- F. feast, gnaw
- G. series, single
- H. places, pockets
- I. collection, system

- 5 With which statement would the author of “What Is an Ecosystem?” most likely agree?

- A. People should avoid activities that may harm an ecosystem.
- B. Ecosystems need change in order to stay strong and healthy.
- C. Ecosystems can never be repaired once they have been damaged.
- D. Scientists should be able to predict the effects of changes on ecosystems.

- 6 Which sentence from the article tells the author's main message?
- F. "Plants help animals by making food from sunlight, air, water, and soil minerals."
 - G. "On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives."
 - H. "An ecosystem isn't just a collection of plants and animals in a particular place—it's a system of connections."
 - I. "The scientists discovered that all the differences arose because Shemya lacked a *single* animal species—the sea otter."
- 7 Which detail from the article helps show how a sea otter's diet can protect kelp forests?
- A. Sea urchins eat and destroy kelp.
 - B. Shrimp-like animals eat dead kelp.
 - C. Fish make their homes in kelp forests.
 - D. Hard-shelled animals live in kelp forests.
- 8 The "pockets of calm water" near Amchitka Island are created by
- F. mud and sand.
 - G. large kelp forests.
 - H. groups of sea urchins.
 - I. sea animals with shells.

- 9 What is the main idea of the entire article?
- A. Most ecosystems are puzzling to scientists.
 - B. Elements of nature rely closely on each other.
 - C. Plants have the greatest impact on the ecosystem.
 - D. Animals must adapt to survive in their environments.
- 10 The author shows that ecosystems are like a puzzle mainly by
- F. identifying various animals in ocean environments.
 - G. listing the natural occurrences in the order they happen.
 - H. describing the differences between two island environments.
 - I. providing details about how humans put nature back together.
- 11 Before the hunters arrived in the late 1800s, Amchitka Island and Shemya Island both
- A. were home to many sea otters.
 - B. provided a place for sea urchins to patrol.
 - C. were surrounded by barnacles and mussels.
 - D. provided a place for barnacles and mussels to grow.

- 12 By reading the article and looking at the map, you can tell that Shemya and Amchitka Islands are located
- F. along the coast of Russia.
 - G. along the coast of Canada.
 - H. between the Arctic Ocean and the Bering Sea.
 - I. between the Pacific Ocean and the Bering Sea.
- 13 What is the purpose of the illustration at the beginning of the article?
- A. to show different types of animals
 - B. to show how living things interact
 - C. to demonstrate the importance of the water
 - D. to demonstrate the similarities of the islands
- 14 What does the author use to support the information in the article?
- F. scientific research
 - G. stories from books
 - H. personal observation
 - I. interviews with experts

- 15** What information from the article supports the scientists' conclusion that ecosystems are difficult to understand?
- A.** Although Amchitka Island and Shemya Island have interactive ecosystems, they change constantly.
 - B.** Although Amchitka Island has always supported giant kelp forests, Shemya Island has many sea otters.
 - C.** Even though Amchitka Island and Shemya Island have similar offshore environments, the ecosystems are vastly different.
 - D.** Even though sea otters returned to Shemya Island after their numbers dwindled, they never returned to Amchitka Island.

Read the article “Your Bicycle Helmet” before answering Numbers 16 through 18.

YOUR BICYCLE HELMET A CORRECT FIT

Fitting a Bike Helmet

Position

Put the helmet on your head so it sits evenly between your ears and rests low on your forehead—it should only be about one to two finger-widths above your eyebrows.

Pads

Put foam pads inside the helmet so it feels comfortable but really snug. Usually, the helmet includes more than one size of foam pads that can be attached inside the helmet for a better fit.

Straps

Tighten the chin strap as snugly as possible. Adjust the junction of the front and back straps just under the ears, and secure the back strap without putting pressure on the front strap.

If all of this sounds confusing, follow the simple Five-Step Helmet Fit Test below.

A Good Helmet Fit is as important as wearing a helmet . . . but it takes time. Allow as much as a half hour to get a proper helmet fit. If fitting your child, don't try to “rush” it as they are trying to go outside to ride. Do it while they're relaxed and you have plenty of time. Then secure the adjustments so the helmet is ready for the next ride.

Five-Step Helmet Fit Test

Step	Problem	Solution
1. With one hand, gently lift the front of the helmet up and back.	<i>Helmet moves back to uncover the forehead.</i>	Tighten the front strap. Make sure the chin strap is snug. Also, adjust padding thickness and/or position, especially in back. If this doesn't work, the helmet may be too big.
2. With one hand, gently lift the back of the helmet up and forward.	<i>Helmet moves forward to cover the eyes.</i>	Tighten the back strap. Make sure the chin strap is snug. Also, adjust padding thickness and/or position, especially in front. If this doesn't work, the helmet may be too big.
3. Put a hand on each side of the helmet and rock the helmet from side to side. Shake your head “no” as hard as possible.	<i>Helmet slips from side to side.</i>	Check padding on sides, and make sure straps are evenly adjusted.
4. Open your mouth (lower jaw) as wide as possible, without moving your head. The top of your helmet should pull down.	<i>Helmet does not pull down when you open your mouth.</i>	Tighten the chin strap. Make sure the front and back strap junction is under each ear.
5. Check to see if the front edge of the helmet covers your forehead. The front edge of the helmet should not be more than one to two finger-widths above your eyebrows.	<i>Helmet does not cover the forehead.</i>	Position the helmet no more than one to two finger-widths above your eyebrows. Tighten any loose straps. Make adjustments so the helmet stays over the forehead.

Have someone else test your helmet fit by doing the **Five-Step Test** outlined above. Hold your head still during the test. Your helmet should pass each of the five steps.

Buying a Bike Helmet

1. Buy a helmet that has been tested and meets the uniform safety standard issued by the U.S. Consumer Product Safety Commission (CPSC), or one or more of the voluntary bicycle helmet standards like ASTM, Snell, or ANSI. You can know this by looking for a label or sticker that says the helmet meets the standard.
2. Select a brand and size that fits well prior to any adjustments. Adjustable sizing pads are often included to help ensure a better fit. Buy one that's comfortable and attractive. You'll be more likely to wear it.
3. If buying a helmet for your child, buy one that fits now, not a helmet to "grow into."
4. Replace any helmet that has been involved in a crash!

FACT: *A bicycle helmet reduces the risk of serious head and brain injury by 85–88%. It's not enough to simply buy and wear one—make sure it fits properly.*

Courtesy of U.S. Department of Transportation, National Highway Traffic Safety Administration.

Now answer Numbers 16 through 18 on your Sample Answer Sheet on page 14. Base your answers on the article “Your Bicycle Helmet.”

- 16 Why does the author include the section *Five-Step Helmet Fit Test*?
- F. to make sure the foam pads are comfortable
 - G. to explain how to check a helmet for the correct fit
 - H. to clarify how the helmet strap should be fastened
 - I. to make sure you hold your head still during the fit
- 17 What is the purpose of the subheadings listed in the section *Fitting a Bike Helmet*?
- A. to learn how to wear a bike helmet
 - B. to locate important suggestions for wearing a bike helmet
 - C. to show the steps involved in fastening the straps of a bike helmet
 - D. to ensure that safety measures are taken when buying a bike helmet
- 18 The information in the article would be most useful in creating
- F. a booklet listing bicycle repair shops.
 - G. a brochure advertising a local bicycle event.
 - H. a pamphlet showing the location of bicycle trails.
 - I. a report explaining the importance of bicycle safety.

Name _____

Answer all the Reading Sample Questions on this Sample Answer Sheet.

1

(A)

(B)

(C)

(D)

10

(F)

(G)

(H)

(I)

2

(F)

(G)

(H)

(I)

11

(A)

(B)

(C)

(D)

3

(A)

(B)

(C)

(D)

12

(F)

(G)

(H)

(I)

4

(F)

(G)

(H)

(I)

13

(A)

(B)

(C)

(D)

5

(A)

(B)

(C)

(D)

14

(F)

(G)

(H)

(I)

6

(F)

(G)

(H)

(I)

15

(A)

(B)

(C)

(D)

7

(A)

(B)

(C)

(D)

16

(F)

(G)

(H)

(I)

8

(F)

(G)

(H)

(I)

17

(A)

(B)

(C)

(D)

9

(A)

(B)

(C)

(D)

18

(F)

(G)

(H)

(I)



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Grade 5

FCAT 2.0 Reading

Sample Answers

This booklet contains the answers to the FCAT 2.0 Reading sample questions, as well as explanations for the answers. It also gives the Next Generation Sunshine State Standards (NGSSS) benchmark assessed by each item. Although work was under way to either revise current standards or adopt the K–12 Common Core curriculum standards, no decisions were made at the time FCAT 2.0 tests and sample questions and answers were developed. For this reason, the 2011 FCAT 2.0 tests and sample questions and answers are based on the 2007 NGSSS. The benchmarks included in this booklet provide teachers with additional information. For more information, follow this link to the Florida NGSSS website:
<http://www.floridastandards.org/index.aspx>.

Multiple-choice items in FCAT 2.0 Reading tests are scored by awarding one point for each correct answer.

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Article: “What Is an Ecosystem?”

“What Is an Ecosystem?” by Susan Quinlan, from *Muse*, January/February 1998. Text copyright © 1998 by Susan Quinlan. Reprinted by permission of the author.

1 The correct answer is C (to enter with risk).

Type of Text: Informational

Benchmark: LA.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is C. The excerpt from the article provides contextual information to determine that *venture* means something dangerous. It includes the sea urchins’ movement *into nearshore waters* where they *are quickly eaten*.

2 The correct answer is F (grow well).

Type of Text: Informational

Benchmark: LA.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is F. The article provides contextual information about how the food supply is part of the balance created in an ecosystem. The statement that *Shrimp-like animals . . . feast on dead kelp* indicates that the word *flourish* means the animals grow well because they have plenty of food.

3 The correct answer is A (the act of repairing).

Type of Text: Informational

Benchmark: LA.5.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.

The correct answer is A. The suffix *-tion* means “the action of or condition of.” When combined with the word *restore*, as in *restoration*, the word means “the act of restoring or repairing.” The sentence also includes the words *put nature back together*.

4 The correct answer is G (series, single).

Type of Text: Informational

Benchmark: LA.5.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

The correct answer is G. The article states that *The scientists discovered that the sea otters triggered a series of ecosystem changes*. The article also states that *The scientists discovered that all the differences arose because Shemya lacked a single animal species—the sea otter*. The word *series* refers to more than one change, and *single* refers to one species of animal. They are the only options that are opposite in meaning.

- 5** The correct answer is A (People should avoid activities that may harm an ecosystem).

Type of Text: Informational

Benchmark: LA.5.1.7.2 The student will identify the authors purpose (e.g., to persuade, inform, entertain, explain) and how an authors perspective influences text.

The correct answer is A. The author writes about the value and the importance of maintaining an ecosystem. The correct answer is supported by the last paragraph of the article.

- 6** The correct answer is H (“An ecosystem isn’t just a collection of plants and animals in a particular place—it’s a system of connections”).

Type of Text: Informational

Benchmark: LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is H. The remaining three options are details from the article that support the author’s essential message.

7 The correct answer is A (Sea urchins eat and destroy kelp).

Type of Text: Informational

Benchmark: LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is A. The article states, *These diving mammals eat many different underwater animals, including sea urchins*. The sentence is referring to sea otters that eat the sea urchins, which, in turn helps to protect the kelp.

8 The correct answer is G (large kelp forests).

Type of Text: Informational

Benchmark: LA.5.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is G. The article states that . . . *a giant kelp forest thrives . . . slows ocean currents and makes waves smaller, creating pockets of calm water*.

- 9** The correct answer is B (Elements of nature rely closely on each other).

Type of Text: Informational

Benchmark: LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is B. The author conveys the main idea presented in the article by stating that the ecosystem includes many necessary, interrelating parts. The article begins with *All the plants, animals, and other living things in one place interact with one another in many ways. They fit together like the pieces of a three-dimensional puzzle.* At the end of the article, the author describes a system of *invisible connections that link . . . keep the ecosystem working.*

- 10** The correct answer is H (describing the differences between two island environments).

Type of Text: Informational

Benchmark: LA.5.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.

The correct answer is H. The article states that it is hard to figure out how an ecosystem works because it is comprised of so many connections. The article presents facts about two Aleutian islands that lie near each other, with many similarities, and yet they have very different ecosystems. Scientists have found that the presence or absence of sea otters plays an important role in each island's ecosystem. The presence of the sea otter triggers a series of ecosystem changes at one island that do not occur at the island where the sea otter is absent.

- 11** The correct answer is A (were home to many sea otters).

Type of Text: Informational

Benchmark: LA.5.1.7.7 The student will compare and contrast elements in multiple texts.

The correct answer is A. At one time, many sea otters resided on both Amchitka Island and Shemya Island. According to the article, however, *Sea otters disappeared from the islands in the late 1800s when hunters killed them for their thick, soft fur.*

- 12** The correct answer is I (between the Pacific Ocean and the Bering Sea).

Type of Text: Informational

Benchmark: LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

The correct answer is I. In the article, Shemya and Amchitka Islands are identified as two Aleutian islands, which, along with the information provided by the map, locates them between the Pacific Ocean and the Bering Sea.

- 13** The correct answer is B (to show how living things interact).

Type of Text: Informational

Benchmark: LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

The correct answer is B. The illustration not only depicts the living things mentioned in the article, but it also provides examples of how the food chain works, which supports the interaction among the living things found in the ecosystem.

- 14** The correct answer is F (scientific research).

Type of Text: Informational

Benchmark: LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

The correct answer is F. The text references scientists in four different paragraphs. The fact that *the scientists were there* and that the article includes relevant details and a map provides text-based support for the correct answer.

- 15** The correct answer is C (Even though Amchitka Island and Shemya Island have similar offshore environments, the ecosystems are vastly different).

Type of Text: Informational

Benchmark: LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

The correct answer is C. The information provided in the article, which is based on scientific research, supports option C. The two islands each have a rocky ocean floor and are surrounded by clear, salty water that is the same temperature; however, it is primarily the differences beneath the water's surface—for example, the presence or absence of sea otters—that produce such different ecosystems. The remaining three options contain inaccurate information.

Article: “Your Bicycle Helmet”

Courtesy of U.S. Department of Transportation, National Highway Traffic Safety Administration.

- 16** The correct answer is **G** (to explain how to check a helmet for the correct fit).

Type of Text: Informational

Benchmark: LA.5.1.7.2 The student will identify the authors purpose (e.g., to persuade, inform, entertain, explain) and how an authors perspective influences text.

The correct answer is G. The author includes the Five-Step Helmet Fit Test to provide the necessary steps to follow when making sure a helmet is correctly fitted.

- 17** The correct answer is B (to locate important suggestions for wearing a bike helmet).

Type of Text: Informational

Benchmark: LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

The correct answer is B. The purpose of the subheadings is to focus attention on the information that provides important suggestions for fitting and wearing a bike helmet.

- 18** The correct answer is I (a report explaining the importance of bicycle safety).

Type of Text: Informational

Benchmark: LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

The correct answer is I. The article provides information regarding the importance of wearing a properly fitted bicycle helmet, which is part of bicycle safety. The article does not provide any information about bicycle repair shops, bicycle events, or bicycle trails. Therefore, the information in the article is most appropriate for the task described in option I.

Notes

Notes



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Grade 7

FCAT 2.0 Reading

Sample Questions

The intent of these booklets is to orient teachers and students to the types of questions on FCAT 2.0 tests. By using these materials, students will become familiar with the types of items and response formats that they will see on the actual test. The sample questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. Additional information about test items can be found in the *FCAT Test Item Specifications* at: <http://fcat.fldoe.org/fcatis01.asp>.

Although work was under way to either revise current standards or adopt the K–12 Common Core curriculum standards, no decisions were made at the time FCAT 2.0 Reading tests and sample questions and answers were developed. For this reason, the 2011 FCAT 2.0 Reading tests and sample questions and answers are based on the 2007 Next Generation Sunshine State Standards.

Directions for Answering the Reading Sample Questions

Mark your answers on the Sample Answer Sheet located on page 14. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample questions.

The sample questions for students and the sample answers for teachers will only be available online at: <http://fcat.fldoe.org/fcatsmpl.asp>.

Read the article “Galápagos Islands Vacation” before answering Numbers 1 through 8.

Galápagos Islands VACATION

BY MELINA GEROSA BELLOWS

Dozens of Pacific green sea turtles are slowly gliding by me as I snorkel along a rugged reef. Suddenly, a snorkeler cuts me off. Then another. “Hey!” I think. “Watch where you’re going!”

Then, I realize: These aren’t snorkelers. They’re sea lions! Darting this way and that, the creatures blow bubbles at me and the group I’m with. The sea lions bonk us on our backs and swim off—only to zoom back for more.

My name is Melina Gerosa Bellows. I’m the editor in chief of NATIONAL GEOGRAPHIC KIDS magazine. I took this



amazing trip to the Galápagos Islands, a group of islands straddling the equator near Ecuador, in South America.

Zoo Without Cages

Humans aren’t allowed to live on most of the Galápagos Islands. In fact, the only way you can experience this magical place is by taking a small motorboat called a *panga* to all the islands. The lack of human threat makes the animals very friendly. “The animals in the Galápagos don’t know enough to be scared of humans,” says our guide, Klaus Fielsch.





The group and I experience that firsthand. When we return to Santiago Island after our snorkeling adventure, we discover two sea lions lying right next to our backpacks! To Fielsch, it's no big deal. He walks right up to the gigantic creatures as if they are sunbathers and gets our stuff.

As we walk along the black sand formed from pulverized lava, we see even more wildlife. A fur seal yelps for its mother. Bright red crabs cling to the rocks. Flashes of shiny black-and-white orcas splash in the distance.

"We had to search to see any animals when we were in the rainforest," says Harry Ashman of London, England, in the United Kingdom. "But here they're just out in the open."

Breaking the Rules

The following morning, we again leave on the panga. It bumps along the waves until we reach Fernandina Island, known for its volcano.

We walk along the hardened lava, which looks like dark-chocolate frosting. Black marine iguanas lounge on top of each other like tires in a junkyard. Flightless birds called cormorants build

their nests on the rocks. Nearby are waddling Galápagos penguins. Standing about 13 inches tall, they're the second-smallest species of penguin.

"The Galápagos Islands seem to break all the rules of nature," says Hannah, Harry's sister. "You've got penguins on the equator, iguanas that can swim, and birds that don't fly!"

At the edge of a lagoon, we stop to watch a foot-long octopus. Suddenly, a young sea lion pokes its head out of the water and pulls itself onto the rock where Jackson Prindle of Santa Monica, California, sits. Like a dog, the sea lion curiously sniffs Jackson and then backflips into the water.



As we ride the panga back, six penguins on a rock stand like soldiers and seem to bid us goodbye. It is our last day, and none of us wants to leave this special place. But we know our trip to the Galápagos Islands has changed the way we think about the world.

"I'm really interested in saving the environment," Hannah says. "More than ever, this trip makes me want to make sure these animals are kept safe."

"Galápagos Islands Vacation" by Melina Gerosa Bellows, from *National Geographic Kids*, November 2005. Copyright © 2005 National Geographic Society. All rights reserved. "Girls Snorkeling Over Reef": Copyright © Reed Kaestner / Corbis. "Seal": Copyright © Brand X Pictures / Jupiterimages. "Seal Sunning": Copyright © Photos.com / Jupiterimages.

Now answer Numbers 1 through 8 on your Sample Answer Sheet on page 14. Base your answers on the article “Galápagos Islands Vacation.”

- 1** What is the main reason the author wrote this article?
 - A. to describe her activities during a trip to the Galápagos Islands
 - B. to compare the various characteristics of the Galápagos Islands’ wildlife
 - C. to emphasize her excitement while snorkeling off the Galápagos Islands
 - D. to raise awareness about the need to protect the Galápagos Islands’ wildlife

- 2** Read this sentence from the article.

As we ride the panga back, six penguins on a rock stand like soldiers and seem to bid us goodbye.

Which literary device does the author use in the sentence above?

- F. simile, comparing penguins to soldiers
 - G. metaphor, representing soldiers as a rock
 - H. hyperbole, exaggerating the appearance of penguins
 - I. personification, giving human characteristics to a rock
- 3** The author supports her statements about the special characteristics of the Galápagos Islands by using
 - A. educational research.
 - B. personal observations.
 - C. interviews with guides.
 - D. information from visitors.

4 Which aspect of the group's trip contributes most to their appreciation of the Galápagos Islands?

- F. the various wildlife with which the group interacts
- G. the use of the panga to visit sites around the islands
- H. the various activities in which the group participates
- I. the use of the guide to interpret habitats on the islands

5 The author most likely views the Galápagos Islands as

- A. comforting.
- B. disappointing.
- C. enchanting.
- D. threatening.

6 As used in the article, which pair of words are most opposite in meaning?

- F. cling, lounge
- G. darting, gliding
- H. discover, realize
- I. standing, straddling

- 7 According to the article, the Galápagos penguins are unique because they
- A. are fearful of humans.
 - B. live in a tropical climate.
 - C. remain hidden from view.
 - D. are the smallest of their species.
- 8 The author of this article can best be described as all the following EXCEPT
- F. adventurous.
 - G. concerned.
 - H. knowledgeable.
 - I. withdrawn.

Read the flier “Volunteer Day” before answering Numbers 9 through 12.

Volunteer Day

Have you ever heard someone use the phrase “be a good neighbor”? They were likely talking about how we can be good to our neighbors by being friendly and getting to know them, by offering them help when they need it or even when they don’t ask for it. Well, if we applied that belief system to the world in general, we’d find that it would be a better place to live. One way we can do this is by “being a good neighbor” to the community in which we live. It not only feels good to help others in our communities, but it also enables us to be more involved in building and strengthening our communities. It’s important to be more than just a resident in a community; getting involved allows you to be an active, participating citizen.

There are many different ways we can be involved in helping others in our communities. Any interest you might have can usually translate into an opportunity to help your community by doing something you enjoy. At Volunteer Day, you can choose from a long list of community needs and select the activity that best fits your interests. What better way is there to enjoy your own hobbies while helping others at the same time?

Come to Volunteer Day, choose which activity you’d like to participate in for the day, and hopefully the feeling you have at the end of the day will inspire you to become a volunteer on a regular basis. See below for a schedule of events on Volunteer Day.

Volunteer Day Schedule:

7:30 a.m.: Meet at the Community Center for juice and bagels.

8–8:30 a.m.: Visit with representatives from the many participating organizations. Choose which activity you’d like to help with for the day.

8:30–9 a.m.: Board the bus for your chosen activity, and ride with the organization’s representatives and other volunteers to your activity site.

9 a.m.–Noon: Work as a volunteer.

Noon–1 p.m.: Share lunch with your volunteer group. Don’t forget to bring a sack lunch from home!

1–3:30 p.m.: Continue your volunteer work.

3:30 p.m.: Board the bus that will take you back to the Community Center, where you will be able to talk with other volunteers and share your experiences.

See below for a list of volunteer opportunities for Volunteer Day so you can begin thinking about which activity you might want to join.

Paint houses: Do you enjoy making art? If so, this volunteer opportunity might be just right for you! Happy Homes is a local organization that provides home repairs for needy people in the form of painting. For elderly or physically disabled people who cannot do repairs to their homes, Happy Homes provides volunteer painters to repaint old homes, outside or in. Happy Homes also provides painters to create beautiful murals inside schools or community centers.

Play games at nursing homes: If you enjoy board games and talking with people, Elder Care might be the right organization for you. Elder Care provides companionship to nursing home residents by sending volunteers into nursing homes to spend time with them, play board games with them, and talk with them.

Plant flowers: Do you enjoy being outside in nature? City Parks Association has many great opportunities for people who love to be outdoors. Help plant flowers and bushes in city parks, help lay trails at Cave Springs Park, or help pick up trash around the river banks. These activities are very active, so remember to be prepared with plenty of drinking water!

Read to children with learning disabilities: Do you enjoy working with young children? Do you like books? Love and Learning is an organization that provides volunteers to help children with learning disabilities. Read books out loud to groups of children four to six years old, or read one-on-one with struggling readers seven to eight years old.

Play with animals: Do you love animals? Furry Friends is an organization that visits local animal shelters and provides volunteers to spend time with the animals while their cages are being cleaned. Walk dogs, play with puppies, snuggle with cats, or hand-feed rabbits.

“Volunteer Day” property of the Florida Department of Education.

Now answer Numbers 9 through 12 on your Sample Answer Sheet on page 14. Base your answers on the flier “Volunteer Day.”

- 9 Read this sentence from the flier.

Board the bus for your chosen activity, and ride with the organization’s representatives and other volunteers to your activity site.

In which of the following sentences does *board* have the same meaning as in the sentence above?

- A. She received room and board in exchange for her work at the dormitory.
- B. The event was overseen by committee members and a board of directors.
- C. The city decided to board up the abandoned house so no one could enter.
- D. He was not able to make a phone call before it was time to board the plane.

- 10 The author organizes this flier by providing a

- F. process indicating the importance of Volunteer Day.
- G. chronology of activities associated with Volunteer Day.
- H. description of Volunteer Day followed by an activity list.
- I. comparison of the popularity of Volunteer Day activities.

- 11 The author’s use of italicized print in the flier aids the reader’s understanding by

- A. indicating where each activity is scheduled to take place.
- B. emphasizing how volunteers should prepare for the activities.
- C. drawing attention to specific times matched with specific activities.
- D. highlighting the different activities available to interested volunteers.

- 12 Which sentence from the flier best supports why students should volunteer?
- F. "It's important to be more than just a resident in a community; getting involved allows you to be an active, participating citizen."
 - G. "Any interest you might have can usually translate into an opportunity to help your community by doing something you enjoy."
 - H. "Board the bus that will take you back to the Community Center, where you will be able to talk with other volunteers and share your experiences."
 - I. "For elderly or physically disabled people who cannot do repairs to their homes, Happy Homes provides volunteer painters to repaint old homes, outside or in."

Read the passage “Roy’s New Dog” before answering Numbers 13 through 16.

ROY’S NEW DOG

BY ZOLTAN MALOCSAY

“ISN’T HE A BEAUTY?” old Roy said, as he stroked the head of his new beagle pup. Fritz, his other dog, lay snoring under Roy’s porch swing.

“Yeah, my nephews were worried that old Fritz might die on me someday and—well—leave me alone, you might say. So they gave me this beagle for my birthday.”

“What are you going to name him?” I asked.

“I don’t know yet. Thought I’d watch him and see what kind of personality he has.”

The pup kept stretching to lick Roy in the face, so the old man had to hold him away long enough to wipe his face. “Might have to call him ‘Sloppy!’ ”

I thought it was unlike Roy not to have a name for the pup already.

Fritz made one of his yowling yawns just then and crawled out to see what was going on.

I say crawled, but actually Fritz walks like that all the time because he’s a fat, old dachshund, one of those “wiener dogs,” with legs so short that his belly almost drags on the ground. You should see the tracks he makes in the snow: close paw prints with a long scoop down the middle where his tummy plows along.

I looked at the gray hairs on Fritz’s head and the dull watery look of his eyes, and I knew that Roy’s nephews might be right. Fritz was showing his years, and I guess Roy

wouldn’t know what to do without him. But I wondered how Roy could take another dog while Fritz was still around.

They made quite a pair, Roy with his jungle pith helmet¹ that he got while working in South America, and Fritz with his metal-studded collar and jangling tags. For as long as I could remember, that old man and his dachshund had been part of the airport landscape. Roy lived just across the street from the airport, and he walked along the runways every day, he and Fritz.

I could tell by the way Fritz was looking behind him and backing up slowly that he was about to sit up. Sitting up—that is, sitting *all* the way up—is quite a stunt for a dachshund, especially a fat, old wiener dog like Fritz. Suddenly, he gave a little jump with his forepaws, reared way back, and put his tail out to brace against the ground. I always think he’s going to fall over, and he does wobble quite a bit. But suddenly there he was, sitting up with his tail and his back legs spread out to hold him.

“What do you want, Fritz?” Roy asked him. “Bath?”

That spoiled it. Fritz heard the word “bath” and dropped back down to all fours again, looking disgusted. He whined.

“What do you want, then, Fritz? Rabbits?” Fritz gave an excited bark and Roy grinned. “All right, then. We’ll go chase rabbits. Want to come along, Zol?”

¹ **pith helmet:** lightweight hat worn in tropical countries for protection from the Sun

"Can't today," I said with a shake of my head. "Might tomorrow, though."

"Same time every evening," Roy said, getting up. "Come on, you hounds. Let's give those rabbits a little exercise."

The next day, I got back from work too late to go with Roy and his dogs. I was really sorry because rabbit chasing with Fritz can be quite an adventure. See, Fritz has such short legs that he can't begin to catch a cottontail. Dachshunds were bred as hunting dogs, all right, but they were bred to go after animals that live in holes. Prairie cottontails live in grass nests, not burrows, so there's no way to trap one underground. That leaves Fritz with all the instincts for the chase, but absolutely no chance of winning.

Of course, he chases the same bunch of rabbits every day, so they know all about Fritz's game, and they play along. I guess they don't like to see him get discouraged so they always run just far enough to be safe, and then they sit down and wait for Fritz to catch up. That keeps Fritz going, him yapping and charging as if he's just about to catch one of those silly rabbits just about any second.

His eyesight isn't what it used to be, of course. So when a rabbit runs under one of the aluminum skirts around a runway light and dashes out the other side, Fritz stays right on his trail until he bumps his head on the light skirt. Maybe that's how the rabbits figured out that Fritz only chases what he smells, not what he sees. If a rabbit runs a figure eight and stops, Fritz will go yapping around the same course, even though the rabbit is sitting right nearby.

I wouldn't mention this unless I'd seen it myself because it sounds so strange. But sometimes those cottontails pull the darnedest trick on Fritz. He'll be snuffling along, barking after the trail of scent left by a cottontail, when

the rabbit suddenly runs in a tight circle and jumps into the middle of that circular trail. His jump doesn't leave any scent, of course. So Fritz starts chasing around and around the circle, while the rabbit sits in the middle and quietly nibbles grass.

Fritz will go around and around like that for quite awhile with the rabbit sitting just a few feet away from him all the time. I guess it could go on for hours, but the circle is so tight that Fritz gets dizzy.

Then the rabbit skips away and waits for Fritz to catch up again.



So it was quite a surprise to see Roy coming back that evening with just old Fritz panting behind him. No beagle. I stopped the car and honked. "Hey, Roy! Where's your beagle?"

Roy was ambling along, whistling on a stick. "I got rid of him," he grumbled.

"You what?"

"Yeah, I gave him back. He was a nice dog, but stupid. He'll never make a rabbit dog."

"A beagle? Why not?"

"Well, what do you think? The silly mutt goes out first thing and *catches* one of my rabbits! What am I going to do with a rabbit dog that catches rabbits?"

"Roy's New Dog": reprinted with permission of the author, Zoltan Malocsay, and *Boy's Life*, July 1978, published by the Boy Scouts of America. All rights reserved.

Now answer Numbers 13 through 16 on your Sample Answer Sheet on page 14. Base your answers on the passage “Roy’s New Dog.”

- 13 The most likely reason the author wrote this passage was to
- A. describe the unique relationship between a pet and its owner.
 - B. convince readers about the importance of keeping pets healthy.
 - C. portray the ways in which animals act according to instincts and training.
 - D. inspire readers with a story about a dog overcoming numerous difficulties.
- 14 Roy’s commitment to the new dog is initially questioned by the narrator due to Roy’s
- F. indifference to the gift.
 - G. failure to name the puppy.
 - H. attitude toward the puppy.
 - I. unconcern with being alone.
- 15 The main reason the nephews give Roy a new puppy is because they
- A. want Fritz to have a companion.
 - B. want Roy to own a decent hunting dog.
 - C. believe that Fritz should be allowed to rest.
 - D. worry about Roy once the dachshund is gone.
- 16 Which word best describes the overall tone of the passage?
- F. critical
 - G. humorous
 - H. instructive
 - I. regretful

Name _____

Answer all the Reading Sample Questions on this Sample Answer Sheet.

1 (A) (B) (C) (D)

7 (A) (B) (C) (D)

12 (F) (G) (H) (I)

2 (F) (G) (H) (I)

8 (F) (G) (H) (I)

13 (A) (B) (C) (D)

3 (A) (B) (C) (D)

9 (A) (B) (C) (D)

14 (F) (G) (H) (I)

4 (F) (G) (H) (I)

10 (F) (G) (H) (I)

15 (A) (B) (C) (D)

5 (A) (B) (C) (D)

11 (A) (B) (C) (D)

16 (F) (G) (H) (I)

6 (F) (G) (H) (I)



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Grade 7

FCAT 2.0 Reading

Sample Answers

This booklet contains the answers to the FCAT 2.0 Reading sample questions, as well as explanations for the answers. It also gives the Next Generation Sunshine State Standards (NGSSS) benchmark assessed by each item. Although work was under way to either revise current standards or adopt the K–12 Common Core curriculum standards, no decisions were made at the time FCAT 2.0 tests and sample questions and answers were developed. For this reason, the 2011 FCAT 2.0 tests and sample questions and answers are based on the 2007 NGSSS. The benchmarks included in this booklet provide teachers with additional information. For more information, follow this link to the Florida NGSSS website:
<http://www.floridastandards.org/index.aspx>.

Multiple-choice items in FCAT 2.0 Reading tests are scored by awarding one point for each correct answer.

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Article: “Galápagos Islands Vacation”

“Galápagos Islands Vacation” by Melina Gerosa Bellows, from *National Geographic Kids*, November 2005. Copyright © 2005 National Geographic Society. All rights reserved. “Girls Snorkeling Over Reef”: Copyright © Reed Kaestner / Corbis. “Seal”: Copyright © Brand X Pictures / Jupiterimages. “Seal Sunning”: Copyright © Photos.com / Jupiterimages.

- 1 The correct answer is D (to raise awareness about the need to protect the Galápagos Islands’ wildlife).**

Type of Text: Informational

Benchmark: LA.7.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.

The correct answer is D. At the conclusion of the article, the author states that her trip to the Galápagos Islands changed the way she and her travel group . . . *think about the world*. This idea is supported when Hannah says, “*More than ever, this trip makes me want to make sure these animals are kept safe.*” Through these details, the author is able to heighten the reader’s awareness that the Galápagos Islands’ wildlife should be protected.

- 2 The correct answer is F (simile, comparing penguins to soldiers).**

Type of Text: Informational

Benchmark: LA.7.2.1.7 The student will locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis.

The correct answer is F. The excerpted sentence from the article contains an example of a simile. The simile compares penguins on a rock to soldiers standing at attention.

3 The correct answer is B (personal observations).

Type of Text: Informational

Benchmark: LA.7.6.2.2 The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is B. Through the author's firsthand experiences on the Galápagos Islands, she provides the reader with credible support regarding the unique wildlife and environment found there. In addition, she quotes members of the group to highlight her observations.

4 The correct answer is F (the various wildlife with which the group interacts).

Type of Text: Informational

Benchmark: LA.7.6.2.2 The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is F. The group's interaction with the various wildlife helps to create a strong appreciation for the Galápagos Islands. The author supports this idea when she states that *The lack of human threat makes the animals very friendly* and further supports this idea by saying, *The group and I experience that firsthand*. The author reinforces this idea by quoting a member of the group: *"More than ever, this trip makes me want to make sure these animals are kept safe."*

5 The correct answer is C (enchanted).

Type of Text: Informational

Benchmark: LA.7.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.

The correct answer is C. The author's view that the Galápagos Islands are *enchanted* is supported in the article: *In fact, the only way you can experience this magical place is by taking a small motorboat . . .*

6 The correct answer is G (darting, gliding).

Type of Text: Informational

Benchmark: LA.7.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

The correct answer is G. As used in the article, only one pair of words in the available options, *darting* and *gliding*, are opposite in meaning. *Darting* is used to refer to the zooming speed of sea lions, in contrast to the sea turtles, which the author describes as *slowly gliding by me*.

7 The correct answer is B (live in a tropical climate).

Type of Text: Informational

Benchmark: LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is B. Hannah states, “*The Galápagos Islands seem to break all the rules of nature,*” and she points out the unique feature of the Galápagos penguins with, “*You’ve got penguins on the equator . . .*”

8 The correct answer is I (withdrawn).

Type of Text: Informational

Benchmark: LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is I. Based on the author’s firsthand observations and her experiences while vacationing in the Galápagos Islands, the reader is provided with text-based examples that describe the author as being adventurous, concerned, and knowledgeable; however, the article provides no details or information for the reader to conclude that the author could be described as withdrawn.

Functional Text: “Volunteer Day”

“Volunteer Day” property of the Florida Department of Education.

- 9** The correct answer is D (He was not able to make a phone call before it was time to board the plane).

Type of Text: Informational

Benchmark: LA.7.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

The correct answer is D. The context of the word *board*, as used in the sentence provided, matches the context of the sentence in option D, which means “to get on” the plane.

- 10** The correct answer is H (description of Volunteer Day followed by an activity list).

Type of Text: Informational

Benchmark: LA.7.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

The correct answer is H. The author organizes the flier by first appealing to readers to volunteer in the community and then by describing the reasons and benefits associated with helping others. The flier also includes an hourly schedule of events for Volunteer Day along with a list of activities.

- 11** The correct answer is C (drawing attention to specific times matched with specific activities).

Type of Text: Informational

Benchmark: LA.7.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.

The correct answer is C. The author uses italicized print to emphasize for the reader the specific hours each event will take place during Volunteer Day.

- 12** The correct answer is F ("It's important to be more than just a resident in a community; getting involved allows you to be an active, participating citizen").

Type of Text: Informational

Benchmark: LA.7.6.2.2 The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is F. This sentence best supports why students should volunteer by stating the primary importance and benefit of being a volunteer. The remaining options present secondary benefits or supporting details in the flier.

Passage: “Roy’s New Dog”

“Roy’s New Dog”: reprinted with permission of the author, Zoltan Malocsay, and *Boy’s Life*, July 1978, published by the Boy Scouts of America. All rights reserved.

- 13** The correct answer is A (describe the unique relationship between a pet and its owner).

Type of Text: Literary

Benchmark: LA.7.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.

The correct answer is A. The author’s most likely purpose in writing this passage was to share his first-hand observations and experiences as he witnessed the unique relationship his neighbor Roy has with his old dachshund, Fritz, and his new beagle pup.

- 14** The correct answer is G (failure to name the puppy).

Type of Text: Literary

Benchmark: LA.7.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

The correct answer is G. When the narrator initially questions Roy about the name for his new pup, Roy responds, *“I don’t know yet.”* The narrator’s concern about Roy’s lack of commitment to the new dog is later conveyed to the reader when the narrator states, *I thought it was unlike Roy not to have a name for the pup already.*

- 15** The correct answer is D (worry about Roy once the dachshund is gone).

Type of Text: Literary

Benchmark: LA.7.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

The correct answer is D. Through this statement made by Roy, “*Yeah, my nephews were worried that old Fritz might die on me someday and—well—leave me alone, you might say,*” the author conveys to the reader why Roy’s nephews gave him the new beagle pup.

- 16** The correct answer is G (humorous).

Type of Text: Literary

Benchmark: LA.7.2.1.7 The student will locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis.

The correct answer is G. The author provides numerous examples of a *humorous* tone when describing the unique relationship between Roy and his old dog, Fritz. Examples of this humorous tone can be found when the author explains to the reader the physical appearance of old Fritz as being . . . *one of those “wiener dogs,” with legs so short that his belly almost drags on the ground*, when he conveys to the reader how old Fritz chases rabbits: *So Fritz starts chasing around and around the circle, while the rabbit sits in the middle and quietly nibbles grass*, and when he writes a humorous ending to the passage.

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